

Head Injury or Traumatic Brain Injury

Documentation Guidelines for Head Injury or Traumatic Brain Injury

Under the Americans with Disabilities Act, a "qualified individual with a disability is one who, with or without reasonable modification to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provisions of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services or participation in programs or activities provided by a public entity". A person with a disability is anyone with a physical or mental impairment that substantially limits one or more of such major life activities as walking, seeing, hearing, speaking, caring for self, performing manual tasks, working or learning. Head injuries are considered disabilities under the ADA if a major life activity is substantially limited. Head Injury or Traumatic Brain Injury is considered a medical or clinical diagnosis. Recommended practitioners may include: physicians (neurologist) and licensed clinical, rehabilitation and school psychologists.

The following guidelines are provided to assist the service provider in collaboration with each student to determine appropriate accommodations. Documentation from family members, immediate or otherwise, is not acceptable. Recommended documentation includes:

- A clear statement and classification of the head injury/tramatic brain injury including date of injury and classification and dates pertaining to a history of multiples concussions (as applicable);
- Documentation should be current. The age of acceptable documentation is dependent upon the disabling condition, current status, and the student's request for accommodations;
- A summary of cognitive and achievement measures used and evaluation results (neuropsychological report) including standardized scores or percentiles used to make the diagnosis.
- A summary of present residual symptoms and cumulative damage (as applicable and as a result of repeated injuries) which meet the criteria for diagnosis;
- Medical information relating to the student's needs that include the impact of medication on the student's ability to meet the demands of the post secondary environment;
- A statement of the functional impact or limitations of the disability or learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested.

Further assessment by an appropriate professional may be required if coexisting learning disabilities or other disabling conditions exist. Documentation must be submitted to the Accessibility Resources Office in person, by fax (434-395-2434), by email to accessibilityresources@longwood.edu, or by mail: Accessibility Resources, Longwood University, 201 W. High Street, Farmville, VA 23909.